THE JOURNAL OF EXPERIMENTAL EDUCATION

ANNUAL INDEX
Volume 62
Fall 1993—Summer 1994

AUTHORS

Chan, Lorna K. S. Relationship of Motivation, Strategic Learning, and Reading Achievement in Grades 5, 7, and 9, Summer, 318–339.

Cheng, Yin Cheong. Classroom Environment and Student Affective Performance: An Effective Profile, Spring, 221–239.

Cool, Valerie A.; Yarbrough, Donald B.; Patton, James E.; Runde, Ruth; and Keith, Timothy Z. Experimental Effects of Radio and Television Distractors on Children's Performance on Mathematics and Reading Assignments, Spring, 181–194.

Delgado-Hachey, Maria; and Miller, Scott A. Mothers' Accuracy in Predicting Their Children's IQs: Its Relationship to Antecedent Variables, Mothers' Academic Achievement Demands, and Children's Achievement, Fall, 43–59.

Frank, Bernard M.; and Keene, Delane. The Effect of Learners' Field Independence, Cognitive Strategy Instruction, and Inherent Word-List Organization on Free-Recall Memory and Strategy Use, Fall, 14–25.

Goodenow, Carol; and Grady, Kathleen E. The Relationship of School Belonging and Friends' Values to Academic Motivation Among Urban Adolescent Students, Fall, 60–71.

Hall, Richard H.; and Sidio-Hall, Maureen A. The Effect of Color Enhancement on Knowledge Map Processing, Spring, 209–217.

Hall, Richard H.; and Sidio-Hall, Maureen A. The Effect of Student Color Coding of Knowledge Maps and Test Anxiety on Student Learning, Summer, 291–302.

Hancock, Gregory R. Cognitive Complexity and the Comparability of Multiple-Choice and Constructed-Response Test Formats, Winter, 143–157.

Iverson, Annette M.; Iverson, Grant L.; and Lukin, Leslie E. Frequent, Ungraded Testing as an Instructional Strategy, Winter, 93–101.

Kaplan, Diane S.; Damphousse, Kelly R.; and Kaplan, Howard B. Mental Health Implications of Not Graduating From High School, Winter, 105–123.

Lan, William Y.; Bradley, Loretta; and Parr, Gerald. The Effects of a Self-Monitoring Process on College Students' Learning in an Introductory Statistics Course, Fall, 26–40.

Nelson, Jack K.; and Coorough, Calleen. Content Analysis of the PhD Versus EdD Dissertation, Winter, 158–168.

Olivárez, Jr., Arturo; and Tallent-Runnels, Mary K. Psychometric Properties of the Learning and Study Strategies Inventory—High School Version, Spring, 243–257.

Page, Ellis Batten. Computer Grading of Student Prose, Using Modern Concepts and Software, Winter, 127–142.

Penfield, Douglas A. Choosing a Two-Sample Location Test, Summer, 343–360.

Sawilowsky, Shlomo; Kelley, Lynn D.; Blair, R. Clifford; and Markman, Barry S. Meta-Analysis and the Solomon Four-Group Design, Summer, 361–376.

Shannon, David M.; and Arbet, Scott E. Using FAX Technology to Survey Professionals and Organizations, Spring, 259–269.

Tuckman, Bruce W. The Coded Elaborative Outline as a Strategy to Help Students Learn From Text, Fall, 5–13.

Turner, Lisa A.; Matherne III, Jess L.; and Heller, Sherryl Scott. The Effects of Performance Feedback on Memory Strategy Use and Recall Accuracy in Students With and Without Mild Mental Retardation, Summer, 303–3115.

Van der Meij, Hans; and Dillon, J. T. Adaptive Student Questioning and Students' Verbal Ability, Summer, 277–290.

Vockell, Edward L.; Asher, William; DiNuzzo, Nadine; and Bartok, Marcia. Information Sources in Educational Research Literature, Winter, 169–174.

Webb, James M.; Saltz, Ellen E.; McCarthy, Michael T.; and Kealy, William A. Conjoint Influence of Maps and Auded Prose on Children's Retrieval of Instruction, Spring, 195–208.

Zimmerman, Donald W.; and Zumbo, Bruno D. Relative Power of the Wilcoxon Test, the Friedman Test, and Repeated-Measures ANOVA on Ranks, Fall, 75–86.

TITLES

Adaptive Student Questioning and Students' Verbal Ability. Hans Van der Meij and J. T.

Dillon, Summer, 277–290.
Choosing a Two-Sample Location Test. Douglas A. Penfield, Summer, 343–360.
Classroom Environment and Student Affective Performance: An Effective Profile. Yin Cheong Cheng, Spring, 221–239.
Cognitive Complexity and the Comparability of Multiple-Choice and Constructed-Response Test Formats. Gregory R. Hancock, Winter, 143–157.
Computer Grading of Student Prose, Using Modern Concepts and Software. Ellis Batten Page, Winter, 127–142.
Conjoint Influence of Maps and Auded Prose on Children's Retrieval of Instruction. James M. Webb, Ellen D. Saltz, Michael T. McCarthy, and William A. Kealy, Spring, 195–208.
Content Analysis of the PhD Versus EdD Dissertation. Jack K. Nelson and Calleen Coorough, Winter, 158–168.
Experimental Effects of Radio and Television Distractors on Children's Performance on Mathematics and Reading Assignments. Valerie A. Cool, Donald B. Yarbrough, James E. Patton, Ruth Runde, and Timothy Z. Keith, Spring, 181–194.
Frequent, Ungraded Testing as an Instructional Strategy. Annette M. Iverson, Grant L. Iverson, and Leslie E. Lukin, Winter, 93–101.
Information Sources in Educational Research Literature. Edward L. Vockell, William Asher, Nadine DiNuzzo, and Marcia Bartok, Winter, 169–174.
Mental Health Implications of Not Graduating From High School. Diane S. Kaplan, Kelly R. Damphousse, and Howard B. Kaplan, Winter, 105–123.
Meta-Analysis and the Solomon Four-Group Design. Shlomo Sawilowsky, D. Lynn Kelley, R. Clifford Blair, and Barry S. Markman, Summer, 361–376.
Mothers' Accuracy in Predicting Their Children's IQs: Its Relationship to Antecedent Variables, Mothers' Academic Achievement Demands, and Children's Achievement. Maria Delgado-Hachey and Scott A. Miller, Fall, 43–59.
Psychometric Properties of the Learning and Study Strategies Inventory-High School Version. Arturo Olivárez, Jr., and Mary K. Tallent-Runnels, Spring, 243–257.
Relationship of Motivation, Strategic Learning, and Reading Achievement in Grades 5, 7, and 9. Lorna K. S. Chan, Summer, 319–339.
Relative Power of the Wilcoxon Test, the Friedman Test, and Repeated-Measures ANOVA on Ranks. Donald W. Zimmerman and Bruno D. Zumbo, Fall, 75–86.
The Coded Elaborative Outline as a Strategy to Help Students Learn From Text. Bruce W. Tuckman, Fall, 5–13.
The Effect of Color Enhancement on Knowledge Map Processing. Richard H. Hall and Maureen A. Sidio-Hall, Spring, 209–217.
The Effect of Learners' Field Independence, Cognitive Strategy Instruction, and Inherent Word-List Organization on Free-Recall Memory and Strategy Use. Bernard M. Frank and Delane Keene, Fall, 14–25.
The Effect of Student Color Coding of Knowledge Maps and Test Anxiety on Student Learning. Richard H. Hall and Maureen A. Sidio-Hall, Summer, 291–302.
The Effects of a Self-Monitoring Process on College Students' Learning in an Introductory Statistics Course. William Y. Lan, Loretta Bradley, and Gerald Parr, Fall, 26–40.
The Effcts of Performance Feedback on Memory Strategy Use and Recall Accuracy in Students With and Without Mild Mental Retardation. Lisa A. Turner, Jess L. Matherne III, and Sherryl Scott Heller, Summer, 303–315.
The Relationship of School Belonging and Friends' Values to Academic Motivation Among Urban Adolescent Students. Carol Goodenow and Kathleen E. Grady, Fall, 60–71.
Using FAX Technology to Survey Professionals and Organizations. David M. Shannon and Scott E. Arbet, Spring, 259–269.